



The New York State District Report Card

Accountability and Overview Report 2009 – 10

District **ALBANY CITY SCHOOL DISTRICT**
District ID **01-01-00-01-0000**
Superintendent **RAYMOND COLUCCIELLO**
Telephone **(518) 475-6010**
Grades **PK-12, UE**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2010–11 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2007-08	2008-09	2009-10
Pre-K	317	586	717
Kindergarten	594	560	668
Grade 1	605	585	612
Grade 2	651	558	589
Grade 3	627	618	615
Grade 4	651	604	634
Grade 5	580	602	574
Grade 6	475	511	568
Ungraded Elementary	75	87	49
Grade 7	554	542	532
Grade 8	684	564	540
Grade 9	949	899	791
Grade 10	727	735	728
Grade 11	600	521	576
Grade 12	539	513	503
Ungraded Secondary	25	0	0
Total K-12	8336	7899	7979

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	19	18	19
Grade 8			
English	17	17	19
Mathematics	16	18	17
Science	17	19	21
Social Studies	17	19	20
Grade 10			
English	23	19	25
Mathematics	22	15	18
Science	22	14	20
Social Studies	25	25	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	3992	48%	4660	59%	4015	50%
Reduced-Price Lunch	789	9%	757	10%	676	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	382	5%	405	5%	502	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	24	0%	27	0%	44	1%
Black or African American	5281	63%	4894	62%	4834	61%
Hispanic or Latino	940	11%	908	11%	946	12%
Asian or Native Hawaiian/Other Pacific Islander	360	4%	382	5%	463	6%
White	1654	20%	1592	20%	1687	21%
Multiracial	77	1%	96	1%	5	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		92%
Student Suspensions	853	10%	1920	23%	1256	16%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	760	767	737
Percent with No Valid Teaching Certificate	2%	1%	0%
Percent Teaching Out of Certification	4%	2%	1%
Percent with Fewer Than Three Years of Experience	8%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	13%	13%
Total Number of Core Classes	1914	1913	1600
Percent Not Taught by Highly Qualified Teachers in This District	5%	3%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	2561	2522	2320
Percent Taught by Teachers Without Appropriate Certification	5%	3%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	18%	25%
Turnover Rate of All Teachers	21%	13%	13%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	129	134	106
Total Paraprofessionals*	256	251	216
Assistant Principals	11	15	11
Principals	18	18	17

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irts/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

■ A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2010–11)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities			—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	3 of 8	7 of 8	1 of 1	1 of 6	1 of 6	0 of 1

AYP Status

- Made AYP
- Made AYP Using Safe Harbor Target
- Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 3 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (3636:3326)			99%		150	153	153	123
Ethnicity								
American Indian or Alaska Native (17:17)	—	—	—	—	—	—	—	—
Black or African American (2228:2062)			99%		143	153	153	113
Hispanic or Latino (444:382)			98%		151	149		
Asian or Native Hawaiian/Other Pacific Islander (227:181)			97%		162	147		
White (720:684)			99%		168	151		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (804:778)			98%		109	151	123	76
Limited English Proficient (226:204)			99%		133	147	143	94
Economically Disadvantaged (2652:2417)			99%		144	153	153	114
Final AYP Determination	 3 of 8							
Non-Accountability Groups								
Female (1701:1563)			99%		158	152		
Male (1935:1763)			99%		144	152		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 7 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (3649:3344)			99%		165	133	
Ethnicity							
American Indian or Alaska Native (17:17)	—	—	—	—	—	—	—
Black or African American (2234:2062)			99%		157	133	
Hispanic or Latino (446:389)			98%		164	129	
Asian or Native Hawaiian/Other Pacific Islander (231:193)			99%		182	127	
White (721:683)			99%		181	131	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (805:778)			98%		122	131	124 92
Limited English Proficient (230:225)			98%		159	128	
Economically Disadvantaged (2660:2436)			99%		162	133	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (1709:1570)			99%		170	132	
Male (1940:1774)			99%		160	132	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (1230:1107)		Qualified		97%		165	100	
Ethnicity								
American Indian or Alaska Native (8:8)	—		—	—	—	—	—	—
Black or African American (741:674)		Qualified		97%		158	100	
Hispanic or Latino (153:131)		Qualified		97%		163	100	
Asian or Native Hawaiian/Other Pacific Islander (75:61)		Qualified		96%		184	100	
White (253:233)		Qualified		97%		183	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (268:251)		Qualified		93%		139	100	
Limited English Proficient (75:76)		Qualified		96%		161	100	
Economically Disadvantaged (884:790)		Qualified		97%		159	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (593:539)				97%		165	100	
Male (637:568)				96%		165	100	
Migrant (0:0)								

Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 1 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (542:524)			98%		148	172	142 [‡] 153
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (357:334)			99%		141	171	133 [‡] 147
Hispanic or Latino (44:50)			98%		136	164	128 [‡] 142
Asian or Native Hawaiian/Other Pacific Islander (25:26)	—	—	—	—	—	—	—
White (115:113)			97%		170	167	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (69:111)			97%		66	167	67 [‡] 79
Limited English Proficient (19:24)	—	—	—	—	—	—	—
Economically Disadvantaged (223:245)			98%		138	170	133 [‡] 144
Final AYP Determination	 1 of 6						
Non-Accountability Groups							
Female (310:276)			98%		159	170	
Male (232:248)			98%		135	170	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 1 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (542:524)			98%		146	168	149 [‡]	151
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (357:334)			99%		137	167	139 [‡]	143
Hispanic or Latino (44:50)			98%		132	160	133 [‡]	139
Asian or Native Hawaiian/Other Pacific Islander (25:26)	—	—	—	—	—	—	—	—
White (115:113)			97%		173	163		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (69:111)			99%		76	163	88 [‡]	88
Limited English Proficient (19:24)	—	—	—	—	—	—	—	—
Economically Disadvantaged (223:245)			99%		137	166	140 [‡]	143
Final AYP Determination	 1 of 6							
Non-Accountability Groups								
Female (310:276)			98%		152	166		
Male (232:248)			98%		140	166		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (716)			53%	80%	66%	58%
Ethnicity						
American Indian or Alaska Native (5)		—	—	—		
Black or African American (449)			46%	80%	62%	53%
Hispanic or Latino (84)			44%	80%	59%	51%
Asian or Native Hawaiian/Other Pacific Islander (20)		—	—	—		
White (158)			74%	80%	78%	75%
Multiracial (0)						
Other Groups						
Students with Disabilities (161)			26%	80%	39%	37%
Limited English Proficient (22)		—	—	—		
Economically Disadvantaged (301)			48%	80%	64%	54%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (387)			57%	80%		
Male (329)			48%	80%		
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **59%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

11 schools identified 73% of total

ALBANY SCHOOL OF HUMANITIES
ARBOR HILL ELEMENTARY SCHOOL
DELAWARE COMMUNITY SCHOOL
EAGLE POINT ELEMENTARY SCHOOL
MONTESSORI MAGNET SCHOOL
NEW SCOTLAND ELEMENTARY SCHOOL
PHILIP J SCHUYLER ACHIEVEMENT ACADEMY
PINE HILLS ELEMENTARY SCHOOL
SHERIDAN PREPARATORY ACADEMY
STEPHEN AND HARRIET MYERS MIDDLE SCHOOL
THOMAS S O'BRIEN ACADEMY OF SCIENCE & TECHNOLOGY

Improvement (year 2) Comprehensive

2 schools identified 13% of total

GIFFEN MEMORIAL ELEMENTARY SCHOOL
NORTH ALBANY ACADEMY

Restructuring (year 2) Comprehensive

1 school identified 7% of total

ALBANY HIGH SCHOOL

Restructuring (advanced) Comprehensive

1 school identified 7% of total

WILLIAM S HACKETT MIDDLE SCHOOL

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	46%			594
Grade 4	35%			618
Grade 5	38%			581
Grade 6	30%			576
Grade 7	28%			534
Grade 8	27%			531
Mathematics				
Grade 3	47%			608
Grade 4	45%			636
Grade 5	40%			588
Grade 6	37%			588
Grade 7	38%			547
Grade 8	24%			537
Science				
Grade 4	90%			631
Grade 8	47%			525

	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
Secondary Level				
English	52%			703
Mathematics	51%			703

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irts.

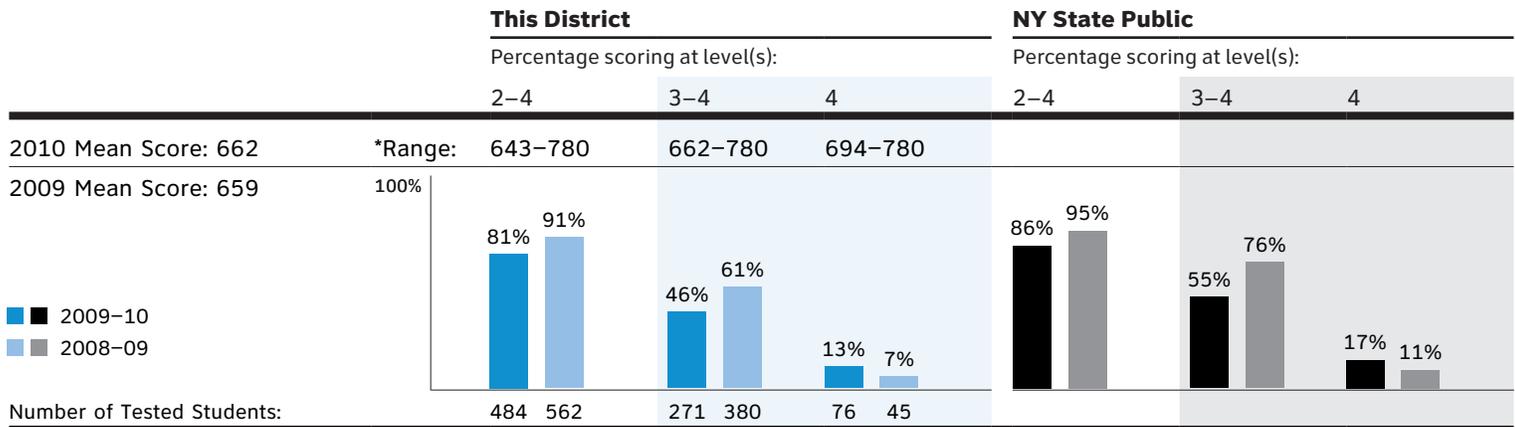
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	594	81%	46%	13%	620	91%	61%	7%
Female	276	86%	50%	16%	295	95%	69%	11%
Male	318	78%	42%	10%	325	87%	54%	4%
American Indian or Alaska Native	3	-	-	-	7	86%	57%	29%
Black or African American	337	74%	35%	6%	369	89%	55%	4%
Hispanic or Latino	76	91%	54%	16%	84	89%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	37	-	-	-	30	97%	90%	3%
White	141	96%	67%	27%	130	95%	71%	17%
Multiracial								
Small Group Totals	40	78%	48%	13%				
General-Education Students	489	90%	53%	16%	503	96%	70%	9%
Students with Disabilities	105	44%	12%	0%	117	66%	23%	0%
English Proficient	559	82%	46%	12%	579	91%	62%	7%
Limited English Proficient	35	71%	37%	20%	41	85%	49%	5%
Economically Disadvantaged	407	79%	38%	9%	420	90%	54%	4%
Not Disadvantaged	187	87%	63%	22%	200	91%	77%	15%
Migrant								
Not Migrant	594	81%	46%	13%	620	91%	61%	7%

NOTES

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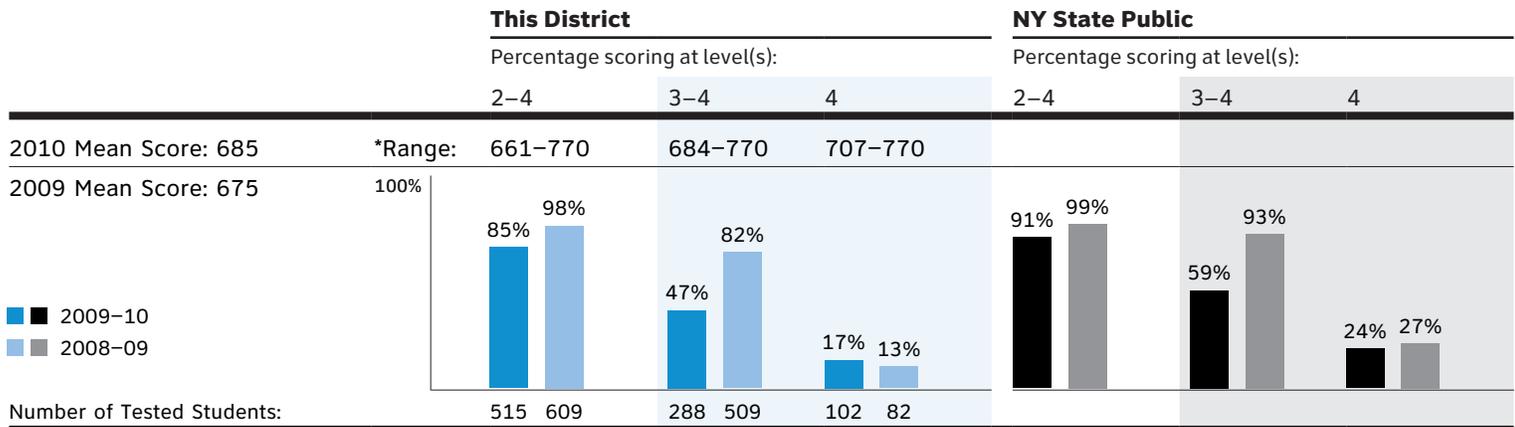
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	11	11	9	13	12	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	15	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	608	85%	47%	17%	623	98%	82%	13%
Female	283	87%	50%	16%	296	99%	84%	13%
Male	325	82%	45%	17%	327	97%	80%	13%
American Indian or Alaska Native	3	-	-	-	7	100%	71%	14%
Black or African American	336	79%	35%	10%	368	97%	80%	7%
Hispanic or Latino	79	90%	54%	16%	87	97%	80%	10%
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-	33	100%	88%	18%
White	144	94%	72%	29%	128	99%	88%	32%
Multiracial								
Small Group Totals	49	88%	53%	24%				
General-Education Students	504	90%	53%	19%	507	99%	88%	16%
Students with Disabilities	104	61%	19%	6%	116	91%	54%	2%
English Proficient	557	85%	48%	17%	573	98%	83%	14%
Limited English Proficient	51	76%	41%	10%	50	94%	72%	8%
Economically Disadvantaged	422	82%	39%	11%	415	98%	80%	7%
Not Disadvantaged	186	90%	66%	29%	208	98%	85%	25%
Migrant								
Not Migrant	608	85%	47%	17%	623	98%	82%	13%

NOTES

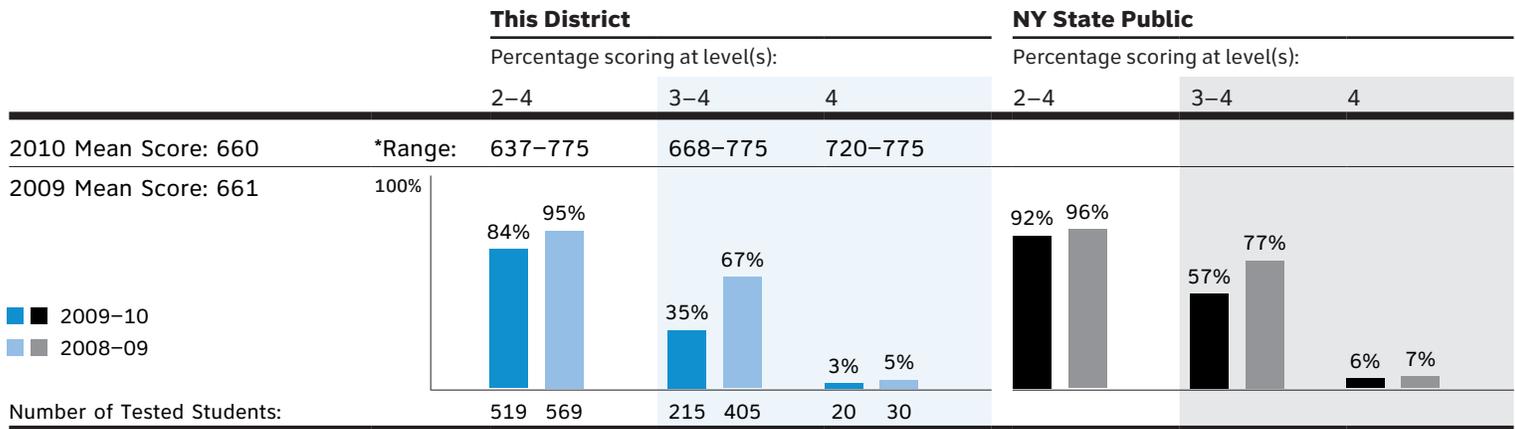
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	10	7	6	13	12	12	6

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	618	84%	35%	3%	602	95%	67%	5%
Female	304	89%	38%	4%	285	96%	71%	7%
Male	314	79%	32%	2%	317	93%	64%	3%
American Indian or Alaska Native	6	83%	33%	0%	4	-	-	-
Black or African American	360	83%	25%	1%	380	94%	63%	2%
Hispanic or Latino	81	79%	41%	1%	71	93%	58%	0%
Asian or Native Hawaiian/Other Pacific Islander	33	94%	73%	12%	30	-	-	-
White	138	87%	48%	9%	117	95%	81%	20%
Multiracial								
Small Group Totals					34	97%	85%	3%
General-Education Students	507	91%	41%	4%	499	99%	77%	6%
Students with Disabilities	111	53%	5%	0%	103	73%	19%	0%
English Proficient	588	85%	36%	3%	579	95%	68%	5%
Limited English Proficient	30	63%	20%	0%	23	83%	39%	0%
Economically Disadvantaged	437	82%	26%	1%	404	95%	65%	2%
Not Disadvantaged	181	88%	56%	8%	198	93%	72%	12%
Migrant								
Not Migrant	618	84%	35%	3%	602	95%	67%	5%

NOTES

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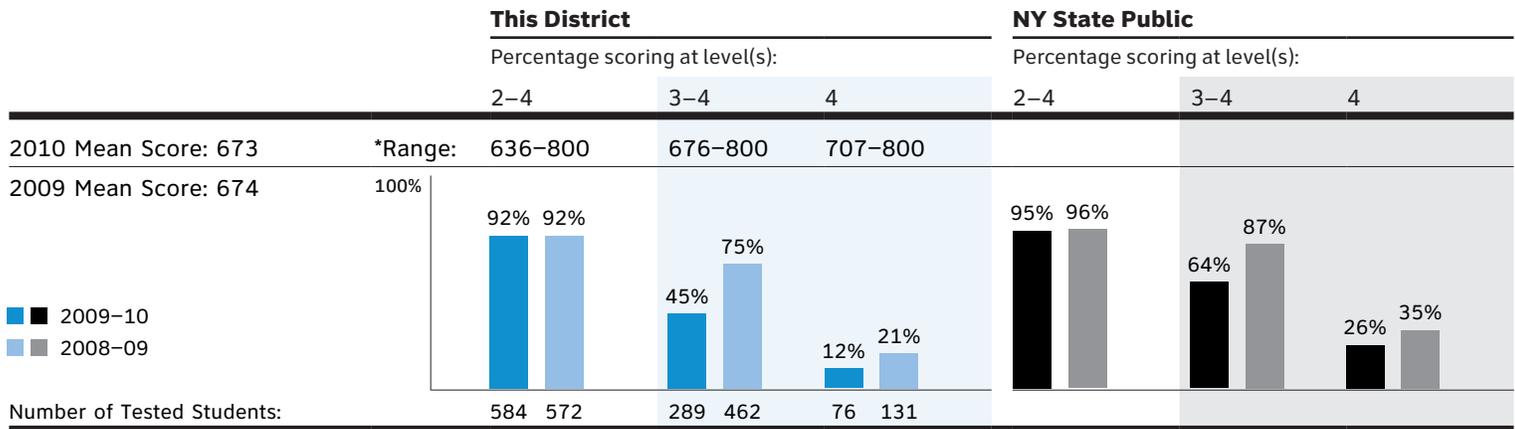
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	18	15	14	18	16	16	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	14	N/A	N/A	N/A	15	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	636	92%	45%	12%	620	92%	75%	21%
Female	311	94%	50%	13%	288	94%	76%	18%
Male	325	90%	42%	11%	332	91%	73%	24%
American Indian or Alaska Native	6	83%	33%	17%	4	-	-	-
Black or African American	362	91%	38%	7%	388	92%	71%	13%
Hispanic or Latino	83	88%	39%	8%	71	90%	66%	18%
Asian or Native Hawaiian/Other Pacific Islander	45	100%	69%	16%	37	-	-	-
White	140	94%	61%	26%	120	93%	88%	43%
Multiracial								
Small Group Totals					41	95%	83%	39%
General-Education Students	525	95%	51%	14%	507	96%	83%	25%
Students with Disabilities	111	75%	19%	3%	113	73%	36%	5%
English Proficient	591	92%	46%	13%	584	93%	75%	22%
Limited English Proficient	45	91%	38%	0%	36	86%	64%	14%
Economically Disadvantaged	455	91%	40%	7%	404	94%	75%	17%
Not Disadvantaged	181	93%	59%	25%	216	88%	74%	30%
Migrant								
Not Migrant	636	92%	45%	12%	620	92%	75%	21%

NOTES

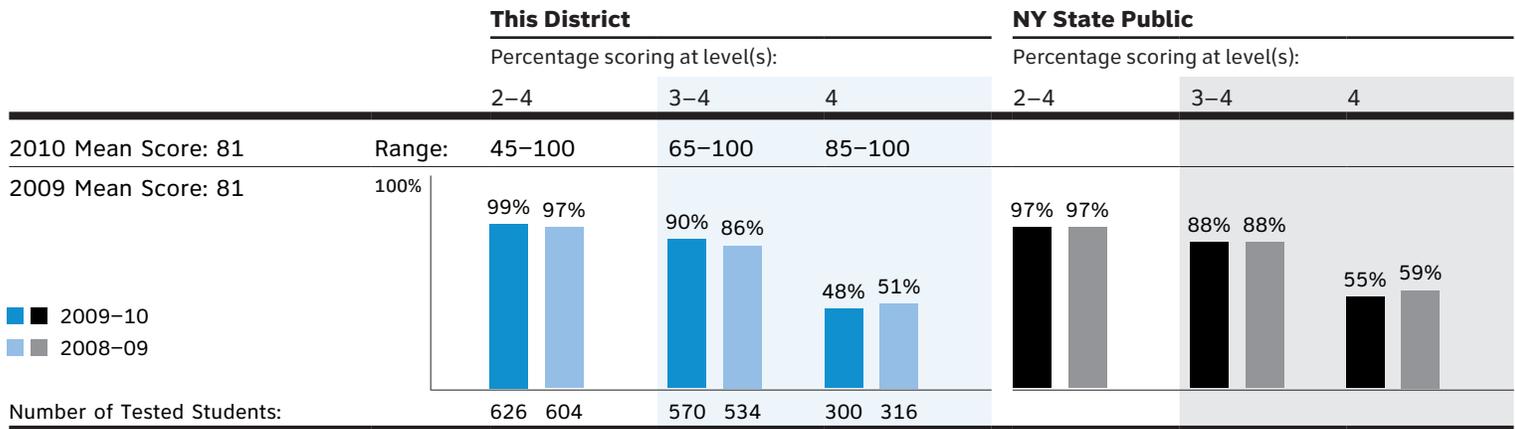
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	17	15	12	17	17	16	10

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	631	99%	90%	48%	623	97%	86%	51%
Female	310	99%	93%	51%	288	97%	88%	49%
Male	321	99%	88%	44%	335	97%	84%	52%
American Indian or Alaska Native	6	100%	67%	67%	4	-	-	-
Black or African American	359	99%	89%	40%	384	97%	84%	44%
Hispanic or Latino	82	99%	89%	49%	74	95%	80%	41%
Asian or Native Hawaiian/Other Pacific Islander	44	98%	95%	59%	37	-	-	-
White	140	99%	95%	61%	124	99%	94%	72%
Multiracial								
Small Group Totals					41	90%	83%	66%
General-Education Students	523	99%	94%	53%	510	98%	92%	59%
Students with Disabilities	108	98%	72%	23%	113	92%	59%	13%
English Proficient	588	99%	91%	49%	584	98%	87%	51%
Limited English Proficient	43	95%	81%	21%	39	85%	67%	41%
Economically Disadvantaged	451	99%	90%	41%	401	98%	85%	47%
Not Disadvantaged	180	99%	92%	65%	222	95%	87%	57%
Migrant								
Not Migrant	631	99%	90%	48%	623	97%	86%	51%

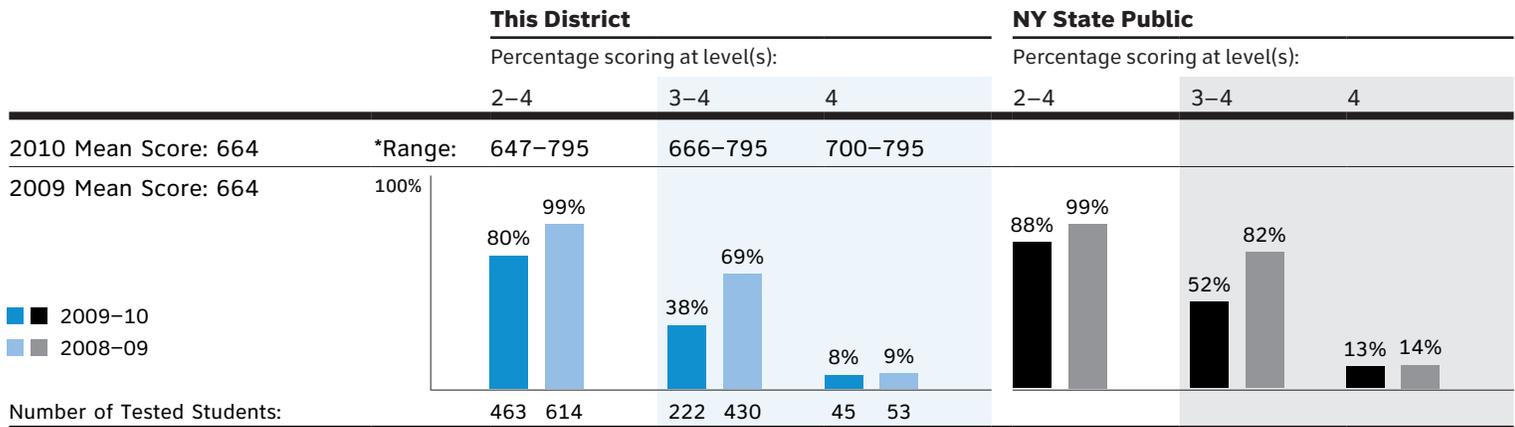
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	16	15	13	17	16	16	15

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	581	80%	38%	8%	620	99%	69%	9%
Female	271	85%	42%	8%	288	100%	75%	11%
Male	310	75%	35%	7%	332	98%	64%	6%
American Indian or Alaska Native	2	-	-	-	6	100%	67%	17%
Black or African American	363	78%	31%	4%	419	99%	65%	5%
Hispanic or Latino	68	68%	22%	6%	64	100%	70%	9%
Asian or Native Hawaiian/Other Pacific Islander	36	-	-	-	24	100%	79%	21%
White	112	94%	62%	18%	107	100%	82%	19%
Multiracial								
Small Group Totals	38	79%	63%	13%				
General-Education Students	476	89%	46%	9%	480	100%	79%	11%
Students with Disabilities	105	39%	4%	0%	140	96%	37%	0%
English Proficient	559	81%	40%	8%	602	99%	71%	9%
Limited English Proficient	22	36%	5%	0%	18	100%	17%	0%
Economically Disadvantaged	432	78%	32%	4%	421	99%	66%	5%
Not Disadvantaged	149	86%	56%	17%	199	98%	76%	17%
Migrant								
Not Migrant	581	80%	38%	8%	620	99%	69%	9%

NOTES

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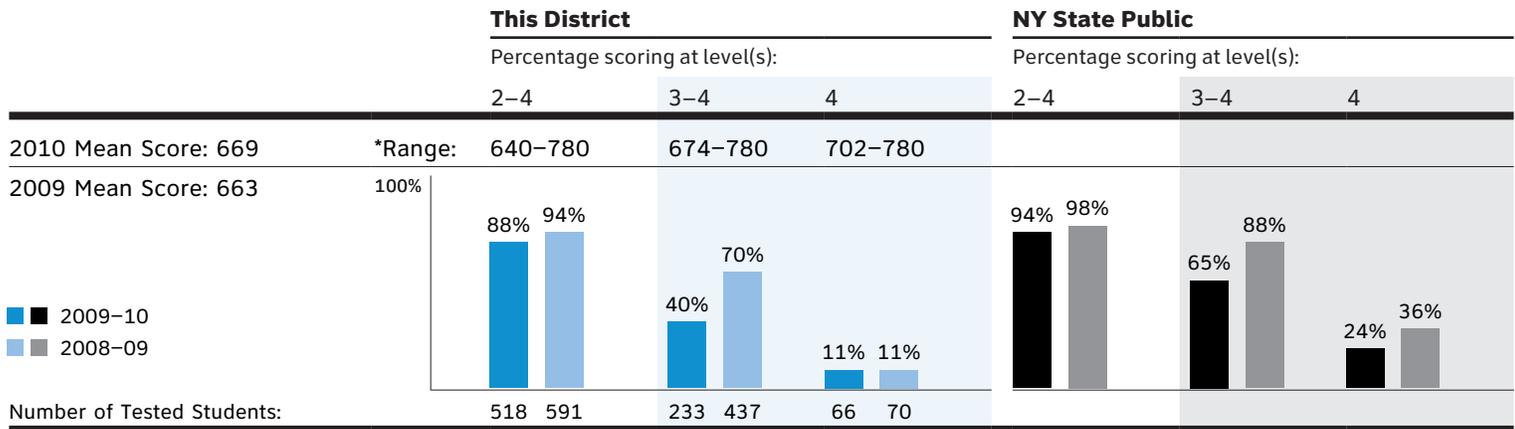
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	20	19	18	12	11	10	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	8	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	588	88%	40%	11%	627	94%	70%	11%
Female	273	92%	43%	12%	295	96%	74%	11%
Male	315	85%	37%	10%	332	92%	66%	12%
American Indian or Alaska Native	2	-	-	-	6	83%	83%	33%
Black or African American	364	87%	30%	5%	421	93%	65%	6%
Hispanic or Latino	73	81%	27%	7%	65	94%	68%	9%
Asian or Native Hawaiian/Other Pacific Islander	38	-	-	-	29	97%	90%	34%
White	111	95%	71%	32%	106	98%	83%	24%
Multiracial								
Small Group Totals	40	95%	60%	20%				
General-Education Students	482	93%	45%	13%	491	97%	74%	13%
Students with Disabilities	106	65%	13%	2%	136	85%	53%	4%
English Proficient	558	88%	41%	12%	600	95%	70%	11%
Limited English Proficient	30	83%	17%	0%	27	81%	56%	11%
Economically Disadvantaged	436	88%	33%	6%	425	94%	66%	7%
Not Disadvantaged	152	89%	59%	26%	202	96%	78%	20%
Migrant								
Not Migrant	588	88%	40%	11%	627	94%	70%	11%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	20	18	18	14	11	8	7	6

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 654	*Range: 644-785	662-785	694-785			
2009 Mean Score: 657						
Number of Tested Students:	429	514	172	325	9	27

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	576	74%	30%	2%	521	99%	62%	5%
Female	279	81%	35%	2%	232	99%	70%	7%
Male	297	69%	25%	1%	289	99%	56%	3%
American Indian or Alaska Native	3	-	-	-				
Black or African American	394	71%	26%	0%	327	99%	57%	3%
Hispanic or Latino	54	80%	19%	4%	71	96%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	22	100%	77%	14%
White	98	87%	47%	3%	101	100%	80%	12%
Multiracial								
Small Group Totals	30	77%	50%	10%				
General-Education Students	440	85%	37%	2%	398	99%	74%	7%
Students with Disabilities	136	41%	8%	0%	123	96%	24%	0%
English Proficient	557	76%	31%	2%	489	99%	65%	6%
Limited English Proficient	19	42%	11%	0%	32	97%	28%	0%
Economically Disadvantaged	442	71%	26%	1%	359	99%	58%	2%
Not Disadvantaged	134	84%	44%	3%	162	99%	72%	12%
Migrant								
Not Migrant	576	74%	30%	2%	521	99%	62%	5%

NOTES

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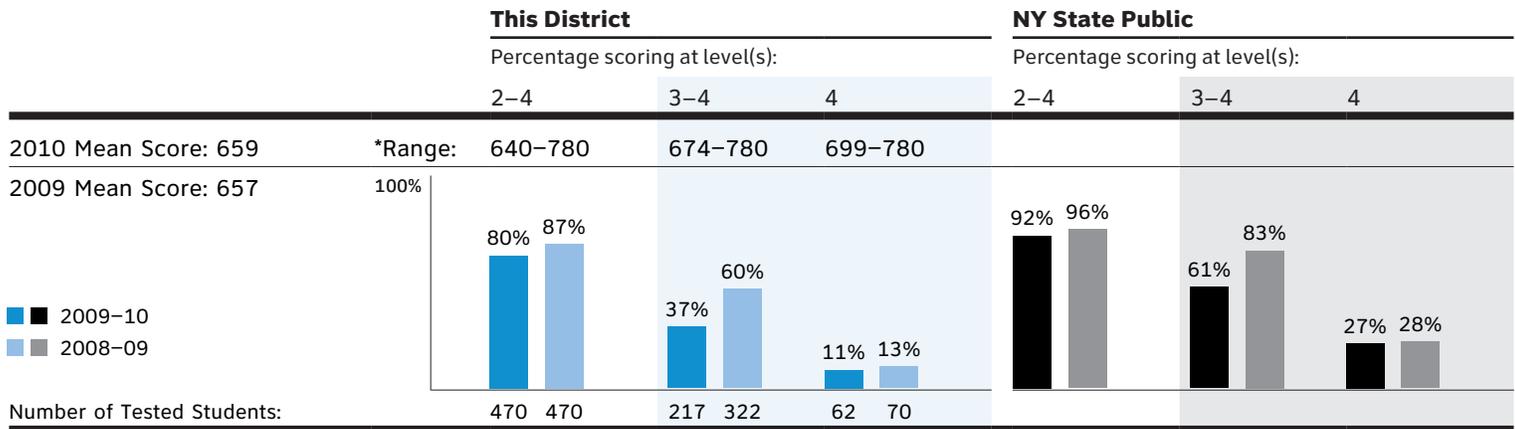
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	13	12	9	8	18	13	11	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	6	N/A	N/A	N/A	14	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	588	80%	37%	11%	538	87%	60%	13%
Female	283	85%	46%	13%	235	92%	65%	15%
Male	305	75%	29%	9%	303	84%	56%	12%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	400	76%	30%	7%	334	85%	56%	7%
Hispanic or Latino	54	83%	39%	6%	71	86%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	33	-	-	-	29	-	-	-
White	98	89%	56%	23%	103	93%	77%	32%
Multiracial								
Small Group Totals	36	92%	61%	28%	30	97%	67%	27%
General-Education Students	451	88%	44%	13%	413	95%	69%	16%
Students with Disabilities	137	52%	13%	3%	125	62%	30%	3%
English Proficient	563	80%	37%	11%	495	88%	62%	14%
Limited English Proficient	25	72%	36%	8%	43	74%	37%	2%
Economically Disadvantaged	454	78%	30%	7%	357	87%	56%	8%
Not Disadvantaged	134	88%	59%	22%	181	88%	67%	23%
Migrant								
Not Migrant	588	80%	37%	11%	538	87%	60%	13%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	13	12	10	10	18	17	12	10

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 655	*Range: 642-790	664-790	698-790			
2009 Mean Score: 656						
Number of Tested Students:	383	526	151	320	34	21

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	534	72%	28%	6%	532	99%	60%	4%
Female	237	80%	34%	9%	245	99%	63%	5%
Male	297	65%	24%	4%	287	99%	58%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	335	70%	20%	4%	348	99%	54%	1%
Hispanic or Latino	66	59%	17%	3%	62	98%	58%	2%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	17	-	-	-
White	103	84%	57%	17%	103	99%	79%	13%
Multiracial								
Small Group Totals	30	70%	47%	7%	19	100%	74%	11%
General-Education Students	422	83%	35%	8%	405	100%	71%	5%
Students with Disabilities	112	30%	4%	0%	127	95%	27%	0%
English Proficient	495	76%	30%	7%	514	99%	61%	4%
Limited English Proficient	39	23%	3%	3%	18	100%	39%	0%
Economically Disadvantaged	411	68%	19%	2%	373	99%	54%	1%
Not Disadvantaged	123	85%	59%	20%	159	98%	74%	11%
Migrant								
Not Migrant	534	72%	28%	6%	532	99%	60%	4%

NOTES

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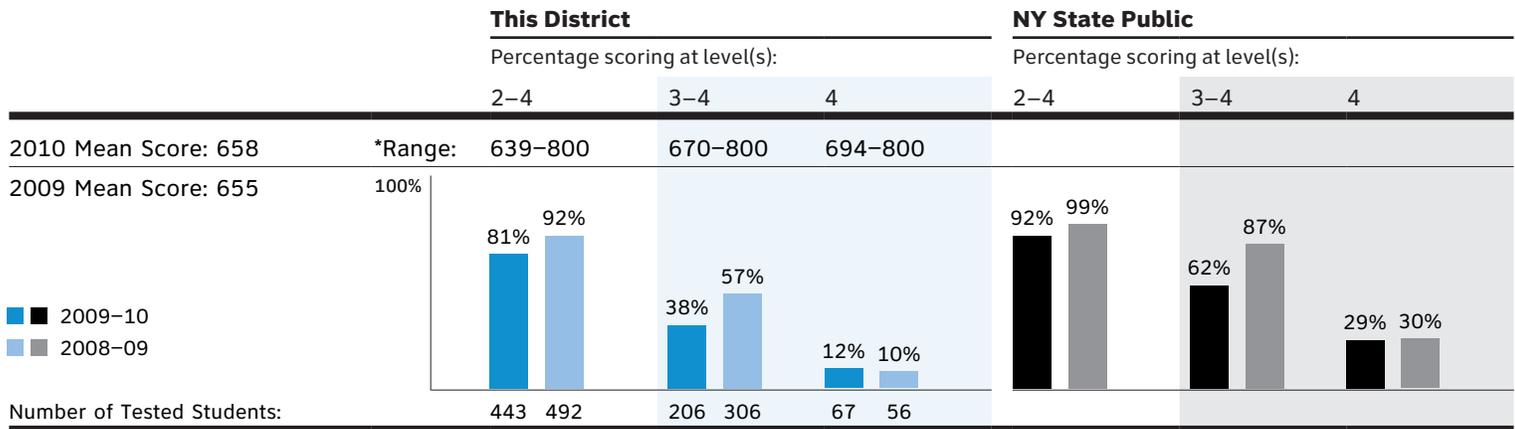
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	20	16	13	12	12	11	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	7	N/A	N/A	N/A	13	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	547	81%	38%	12%	534	92%	57%	10%
Female	248	83%	41%	13%	247	91%	57%	10%
Male	299	80%	35%	12%	287	93%	57%	11%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	338	78%	30%	7%	349	91%	49%	5%
Hispanic or Latino	72	71%	28%	7%	61	89%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	33	-	-	-	22	-	-	-
White	103	93%	62%	31%	100	97%	80%	27%
Multiracial								
Small Group Totals	34	91%	56%	21%	24	96%	83%	33%
General-Education Students	435	89%	45%	15%	412	97%	66%	13%
Students with Disabilities	112	50%	10%	0%	122	75%	29%	1%
English Proficient	501	83%	40%	13%	503	92%	58%	11%
Limited English Proficient	46	59%	15%	2%	31	87%	45%	3%
Economically Disadvantaged	423	80%	30%	7%	368	92%	52%	5%
Not Disadvantaged	124	84%	62%	31%	166	92%	68%	22%
Migrant								
Not Migrant	547	81%	38%	12%	534	92%	57%	10%

NOTES

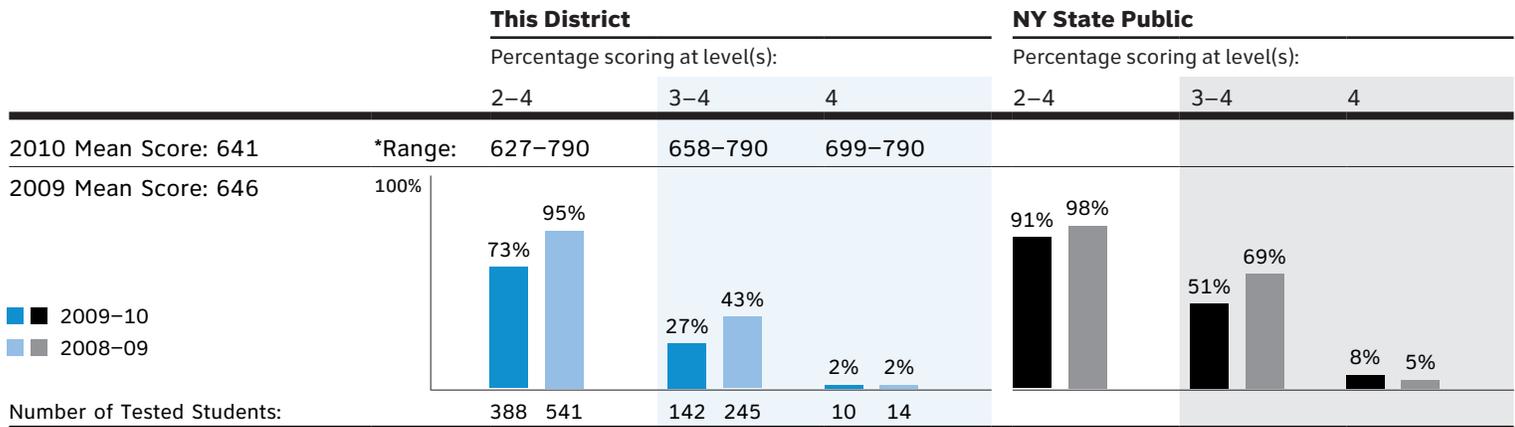
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	20	13	13	10	11	10	9	6

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	531	73%	27%	2%	568	95%	43%	2%
Female	258	76%	34%	3%	256	95%	44%	4%
Male	273	70%	20%	0%	312	95%	42%	2%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	343	73%	21%	1%	379	95%	37%	1%
Hispanic or Latino	66	59%	23%	0%	56	95%	34%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	20	-	-	-
White	98	86%	48%	7%	112	97%	63%	8%
Multiracial								
Small Group Totals	24	67%	33%	0%	21	95%	62%	0%
General-Education Students	413	83%	34%	2%	430	99%	51%	3%
Students with Disabilities	118	38%	3%	0%	138	84%	17%	0%
English Proficient	508	75%	28%	2%	547	95%	45%	3%
Limited English Proficient	23	22%	4%	0%	21	95%	5%	0%
Economically Disadvantaged	392	69%	20%	1%	364	96%	38%	1%
Not Disadvantaged	139	83%	45%	6%	204	95%	52%	6%
Migrant								
Not Migrant	531	73%	27%	2%	568	95%	43%	2%

NOTES

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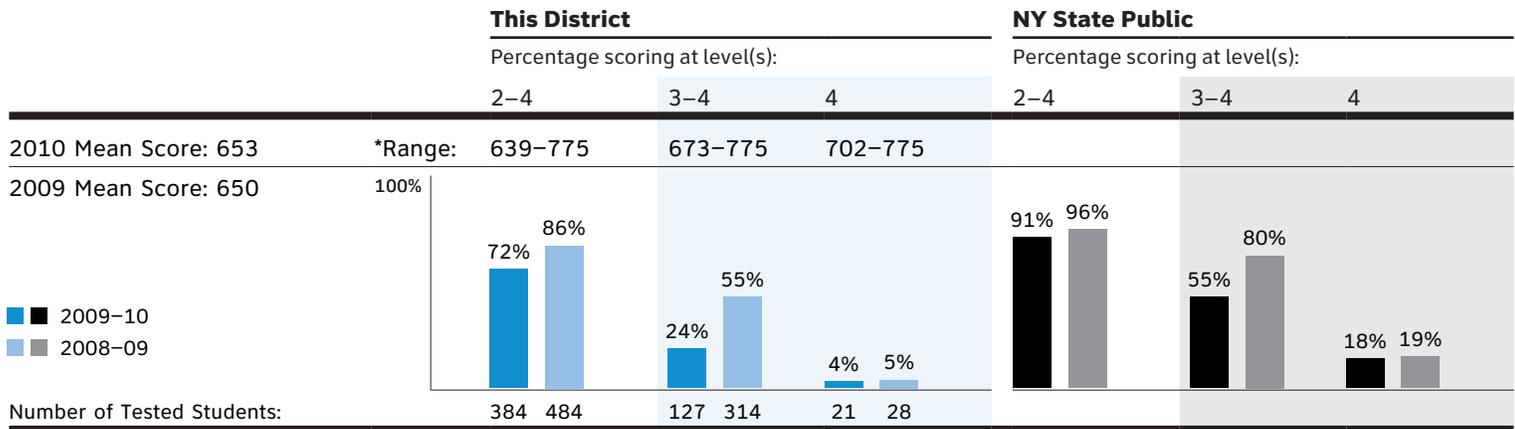
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	18	17	17	11	11	10	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	6	N/A	N/A	N/A	10	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	537	72%	24%	4%	566	86%	55%	5%
Female	260	75%	26%	5%	255	87%	57%	7%
Male	277	69%	21%	3%	311	84%	54%	3%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	342	68%	16%	1%	371	83%	49%	2%
Hispanic or Latino	67	64%	15%	1%	56	86%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	26	-	-	-
White	98	87%	48%	11%	111	91%	73%	14%
Multiracial								
Small Group Totals	30	83%	50%	13%	28	93%	79%	18%
General-Education Students	421	80%	29%	5%	433	93%	64%	6%
Students with Disabilities	116	42%	3%	0%	133	61%	27%	0%
English Proficient	508	72%	24%	4%	536	86%	57%	5%
Limited English Proficient	29	55%	17%	3%	30	77%	33%	0%
Economically Disadvantaged	397	69%	16%	2%	363	84%	50%	2%
Not Disadvantaged	140	79%	44%	11%	203	88%	65%	10%
Migrant								
Not Migrant	537	72%	24%	4%	566	86%	55%	5%

NOTES

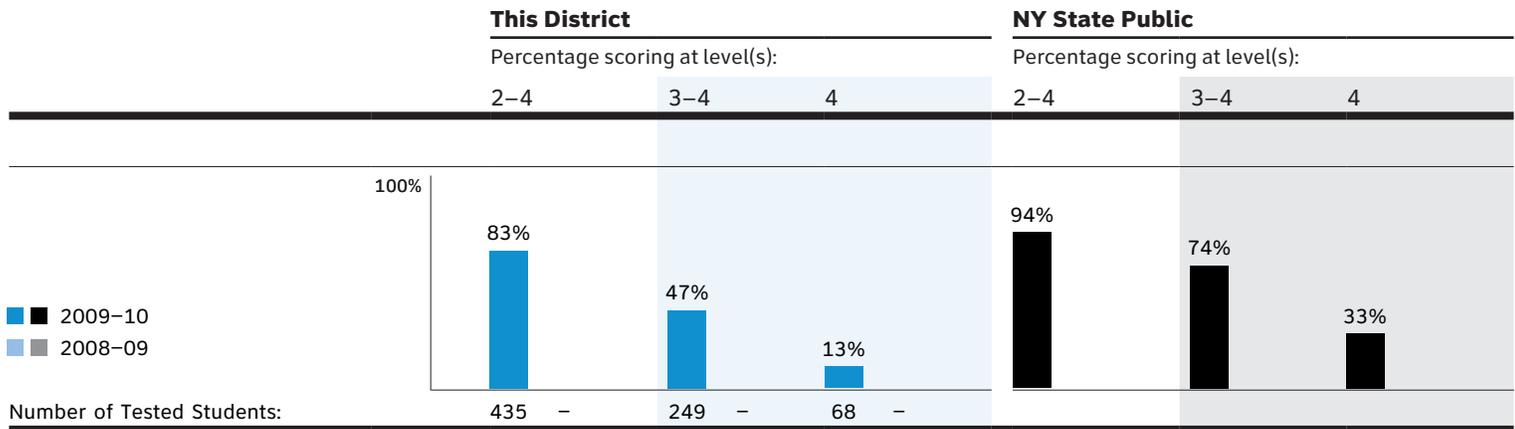
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	15	15	11	11	10	8	3

This District's Results in Grade 8 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	525	83%	47%	13%	558	85%	48%	9%
Female	256	82%	45%	13%	256	86%	41%	9%
Male	269	84%	50%	13%	302	85%	54%	10%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	333	81%	40%	6%	364	84%	41%	3%
Hispanic or Latino	64	75%	36%	11%	56	79%	45%	7%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	26	-	-	-
White	98	92%	73%	31%	110	95%	72%	28%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	30	87%	70%	33%	28	89%	57%	18%
General-Education Students	419	87%	54%	16%	430	90%	55%	11%
Students with Disabilities	106	65%	20%	1%	128	70%	26%	2%
English Proficient	496	84%	48%	14%	526	87%	50%	10%
Limited English Proficient	29	69%	34%	3%	32	56%	16%	0%
Economically Disadvantaged	388	80%	40%	7%	353	83%	42%	4%
Not Disadvantaged	137	92%	69%	29%	205	90%	59%	19%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	525	83%	47%	13%	558	85%	48%	9%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	17	16	16	10	8	8	8
Regents Science	0	-	-	-	1	-	-	-

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

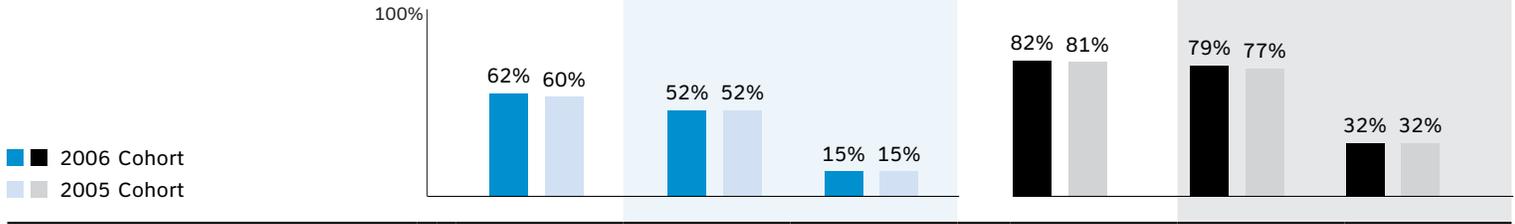
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	703	62%	52%	15%	718	60%	52%	15%
Female	348	72%	60%	21%	386	66%	60%	18%
Male	355	52%	45%	10%	332	52%	44%	12%
American Indian or Alaska Native	1	–	–	–	5	80%	60%	20%
Black or African American	460	59%	47%	7%	450	55%	46%	6%
Hispanic or Latino	71	52%	46%	15%	84	54%	48%	12%
Asian or Native Hawaiian/Other Pacific Islander	32	–	–	–	20	70%	65%	20%
White	139	73%	71%	40%	159	73%	69%	41%
Multiracial								
Small Group Totals	33	70%	67%	21%				
General-Education Students	555	73%	63%	19%	571	70%	63%	19%
Students with Disabilities	148	20%	11%	1%	147	18%	12%	1%
English Proficient	675	62%	53%	16%	696	61%	53%	16%
Limited English Proficient	28	54%	39%	0%	22	27%	23%	0%
Economically Disadvantaged	312	62%	50%	9%	303	59%	49%	8%
Not Disadvantaged	391	61%	54%	20%	415	60%	55%	20%
Migrant								
Not Migrant	703	62%	52%	15%	718	60%	52%	15%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

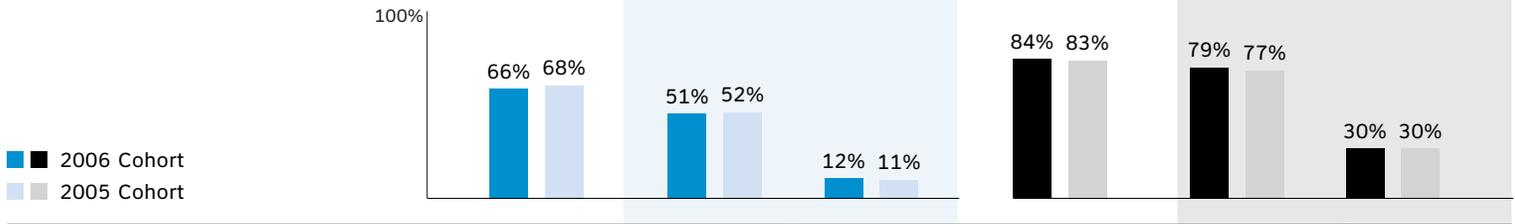
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	703	66%	51%	12%	718	68%	52%	11%
Female	348	73%	57%	14%	386	73%	54%	11%
Male	355	60%	46%	10%	332	62%	50%	11%
American Indian or Alaska Native	1	–	–	–	5	80%	60%	0%
Black or African American	460	63%	44%	3%	450	63%	46%	4%
Hispanic or Latino	71	61%	42%	13%	84	68%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	32	–	–	–	20	85%	80%	35%
White	139	76%	71%	34%	159	81%	71%	33%
Multiracial								
Small Group Totals	33	88%	79%	36%				
General-Education Students	555	77%	62%	15%	571	77%	61%	14%
Students with Disabilities	148	27%	10%	1%	147	33%	18%	1%
English Proficient	675	66%	51%	12%	696	68%	52%	11%
Limited English Proficient	28	68%	61%	21%	22	59%	45%	14%
Economically Disadvantaged	312	66%	49%	6%	303	67%	48%	6%
Not Disadvantaged	391	66%	52%	17%	415	69%	55%	15%
Migrant								
Not Migrant	703	66%	51%	12%	718	68%	52%	11%

NOTES

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